

The College and
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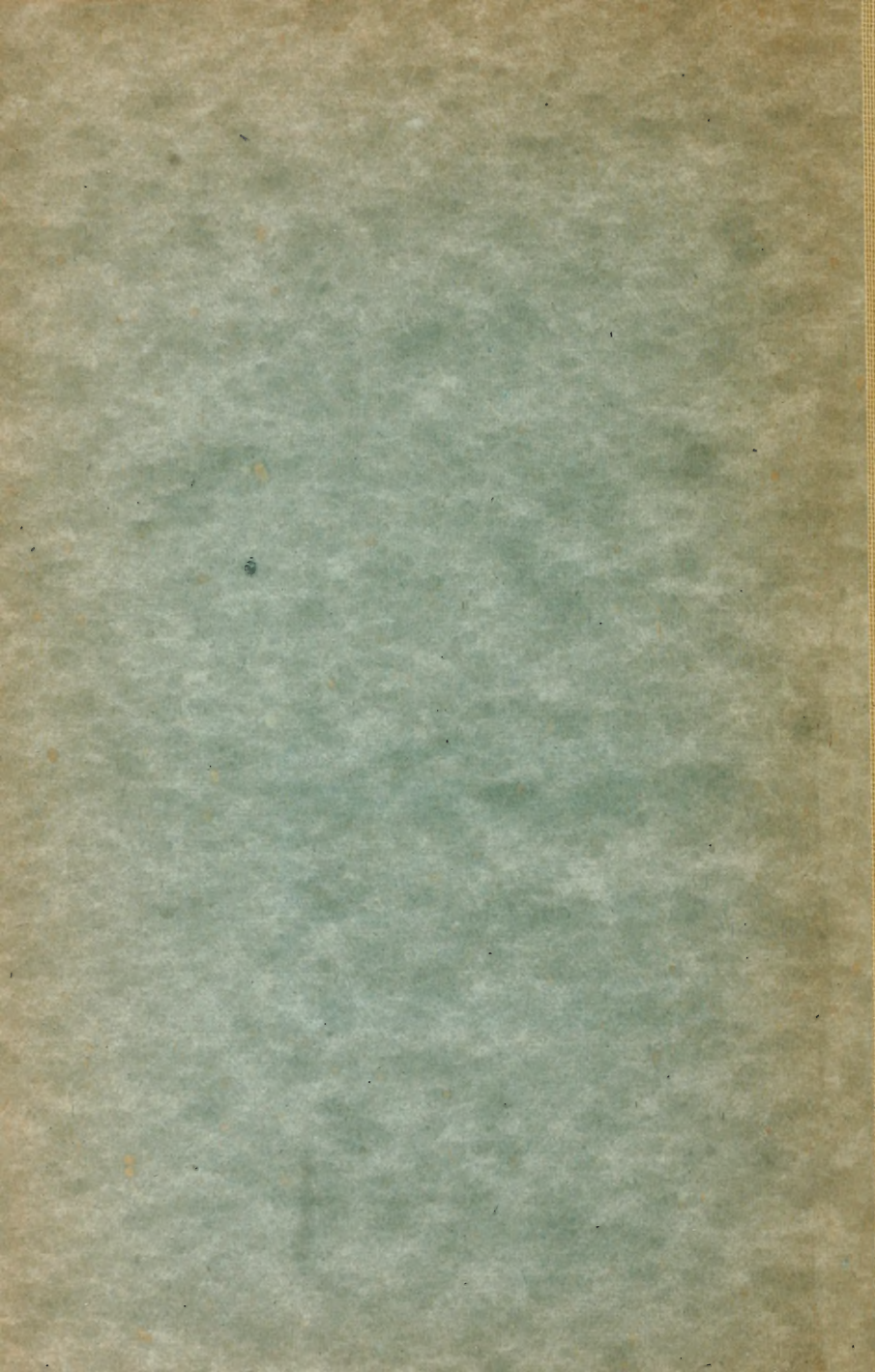
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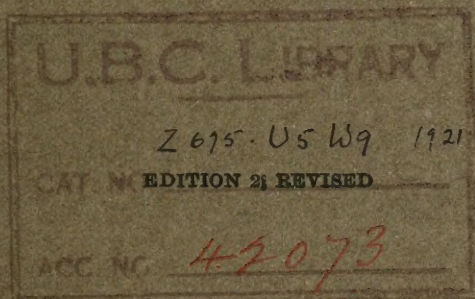


THE COLLEGE AND UNIVERSITY LIBRARY

BY

J. I. WYER, JR.

PREPRINT OF
MANUAL OF LIBRARY ECONOMY
CHAPTER IV



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A.L.A. MANUAL OF LIBRARY ECONOMY

Types of Libraries

Chapters and Authors

- I. "American Library History," MR. BOLTON. Printed.
- II. "Library of Congress," MR. BISHOP. Printed.
- III. "The State Library," MR. WYER. Printed.
- IV. "The College and University Library," MR. WYER. Printed.
- V. "Proprietary and Subscription Libraries," MR. BOLTON. Printed.
- VI. "The Free Public Library," MISS LORD. Printed.
- VII. "The High-School Library," MR. WARD. Printed.
- VIII. "Special Libraries," MR. JOHNSTON. Printed.

Organization and Administration

- IX. "Library Legislation," MR. YUST. Printed.
- X. "Library Building," MR. EASTMAN. Printed.
- XI. "Furniture, Fixtures, and Equipment," MISS EASTMAN. Printed.
- XII. "Administration," DR. BOSTWICK. Printed.
- XIII. "Training for Librarianship," MISS PLUMMER. Printed.
- XIV. "Library Service," MISS BALDWIN. Printed.
- XV. "Branch Libraries and Other Distributing Agencies," MISS EASTMAN. Printed.
- XVI. "Book Selection," MISS BASCOM. Printed.
- XVII. "Order and Accession Department," MR. HOPPER. Printed.
- XVIII. "Classification," MISS BACON. Printed.
- XIX. "The Catalog," MISS HOWE. In preparation.
- XX. "Shelf Department," MISS RATHBONE. Printed.
- XXI. "Loan Work," MR. VITZ. Printed.
- XXII. "Reference Department," DR. RICHARDSON. Printed.
- XXIII. "Government Documents," MR. WYER. Printed.
- XXIV. "Bibliography," MISS MUDGE. Printed.
- XXV. "Pamphlets and Minor Library Material," MR. WYER. Printed.
- XXVI. "Bookbinding," MR. BAILEY. Printed.

Special Forms of Work

- XXVII. "Library Commissions and State Library Extension, or State Aid and State Agencies," MR. WYNKOOP. Printed.
- XXVIII. "The Library and the School," MISS WOOD. In preparation.
- XXIX. "Library Work with Children," MISS OLCOTT. Printed.
- XXX. "Library Work with the Blind," MISS CHAMBERLAIN. Printed.
- XXXI. "Publicity," In preparation.
- XXXII. "Library Printing," MR. WALTER. Printed.

IV

THE COLLEGE AND UNIVERSITY LIBRARY

J. I. WYER, JR.

New York State Library

Function

The university (as distinct from the college) library

Building

Governing board

Librarian

Staff

Finances

Department libraries

Administration

Book selection

Book-buying

Periodicals

Classification

Cataloging

Reading-rooms

The college library as an agency of instruction

Bibliography

Function

The college library is the private library of an institution; it is the most expensive type of library, collected for a disproportionately small group of accredited users. The justification for this is that these relatively few users, the fittest survivors of antecedent formal educational processes, are in training for productive scholarship, for intellectual leadership. The college library touches both faculty and students in every department of the institution; this touch should be vital, stimulating, and informed. It should supplement and enrich the formal processes of instruction; it should provide, and make easily accessible for both students and faculty, standard cultural and recreative reading wholly apart from the fixed curriculum. It may with

propriety give some heed to furnishing the materials for personal research by members of the faculty, though the extent to which this is done will depend on nearness to other large libraries, the amount of graduate work done by the college, and the money available.

The first business of a college library is to serve its immediate and definite constituency, the faculty and students of the college of which it is a part. There are remoter constituencies which properly may be served whenever it can be done without prejudice to those having first claim (*A.L.A. Bulletin*, 4:762-69). These are the alumni; scholars everywhere (either by direct use or through interlibrary loans); a resident public (sometimes, in university towns); affiliated schools; other libraries. College libraries are usually free to all comers for reference use and allow a limited circulation, chiefly (sometimes only) among officers and students of the college. The librarians of most college libraries would confess to a willingness to be of the utmost general service to all, consistent with full justice to the college community, yet despite this cordial attitude they are naturally not widely used beyond their own special clientèle.

The foregoing formal statements give no full sense of the spirit and ways in which the modern college library serves its students—ways unknown a generation ago. Free and full access to the books is the keynote and chiefest of these services. Enticing lists of vacation reading are common, while increasingly liberal borrowing privileges give to students all the advantages and range of a public library. And all these services are in addition to the library's work in connection with the regular courses of instruction.

The University (as Distinct from the College) Library

Strict, ideal terminology assigns undergraduate work to a college, professional and graduate work to a university. There is, however, at least in America, much confusion and short-

coming in both the theory and practice which look and work toward this ideal. This confusion, which is but a healthful feature of the growth of a higher education that has not yet found itself, that is still in a state of flux, inevitably and profoundly affects or may affect the libraries of all colleges and universities. It keeps them too in a state of flux. The library of that rare institution which has always been and expects to remain a college, may, it would seem, plan its budget, its building, and its work with comfortable assurance of static conditions (save normal growth) and permanent policies. Yet at any moment active new trustees, an awakening of radical alumni, may break with cherished tradition and decree a university overnight. Or, unknown to trustees, alumni, even to the president, some rich, untutored graduate may, without warning, plunge a perfectly happy and useful small college into grief and growing pains by leaving a few millions for research in pisciculture or a graduate college of vital statistics. Or ambitious trustees will annex one department, college, or professional school after another, with no corresponding addition to library funds or facilities.

The implications are plain. A university library differs widely from a college library in needs, aims, and methods of work. To illustrate. The library building for a college will provide for its students in large or group reading-rooms; will somewhat restrict access to many books; will plan to administer as reserved books most of those used with prescribed studies; will provide facilities for making easy of use inviting, standard, and popular cultural and recreational reading; must give thought to discipline and effective supervision in planning rooms and equipment. A university library will most stress provision and privacy for individual students; will be planned to encourage the utmost freedom and fluidity in the use of books in stack, seminar, study, lecture-room, and laboratory. Needed books will cost more in aggregate, per student and per volume, in the

university library. The university library will require a more specialized, expert, and highly trained personnel. These and other differences are practically discussed by Dean G. S. Ford in *Educational Review*, 1914, 47:444.

Where both constituencies coexist the question will arise as to the need or wisdom of segregating graduate and undergraduate books and readers. Is there cultural value in inter-contact?

More important and fundamental than questions of mere equipment and administration is the full recognition and determination of the library's differing functions as an agency of instruction in university and college. This function, for the university, and its immense, though as yet mostly latent, development, is suggested in Dr. E. C. Richardson's stimulating paper presented to the A.L.A. Council, December 30, 1915 (*A.L.A. Bulletin*, January, 1916). It offers equally varied and fruitful possibilities in the college.

Thus at every turn the college (to use a generic term) librarian must consider whether he is serving a college or a university clientèle or (as frequently happens) both, and whether he is, to the limit of available means, making the necessary or desirable distinctions between them.

Building

The site should be central; not necessarily at the geographic center of the campus but near the center of work and study. If possible, too, it should be built on land affording space for additions as needed. Nearly all college library buildings of the past thirty years have been outgrown far too soon.

The building, both inside and out, should have atmosphere, and suggest by appearance something of its character and use. The librarian should help plan at least the interior. Too many buildings are planned by the president, the library committee, the trustees, the architect, the donor, or by all of these or by

anybody but the librarian. It should be built for at least fifty years: this refers particularly to potential accommodations for books. It should be planned for and used by the library alone and not be used to house administrative offices or departments of instruction. Possible exceptions are seminar and small study-rooms, but these, even if used by other departments, should always be under library custody and administration.

The plan of the building will be conditioned by (a) character of the institution (college, university, both); (b) number of students and probable growth; (c) the curriculum of the institution; (d) policy as to department libraries; (e) present and prospective book collections; (f) other libraries in the same town.

The Carnegie Corporation publishes a standard public-library plan, the result of its twenty years' experience with the hundreds of buildings erected through its grants. The experience of college libraries seems to show that no such standardized plan or building can be worked out or should be attempted for college libraries. It is too individual a question at each college. Every college has conditions, traditions, a library policy, an income depending on legacies, gifts, etc., an architectural program, any or all of which may so condition the library building as to require planning with little or no heed to what any other college has done.

Prime elements to provide for are:

1. *Readers*.—Certainly both faculty and students. There seems general agreement that, save for the very largest institutions with five thousand students and upwards, the minimum reading-room capacity should be 25 per cent of the number of students who are in residence at the same time. Graduate students will always require separate and distinctive provision. Some colleges serve alumni or a resident local constituency. Adequate reading-room space may be figured at twenty-five square feet per reader. Clubs usually allow forty. This figure

will be conditioned somewhat on whether the space allotted for reading-rooms is divided into several small ones or used for one or two large ones.

2. *Books*.—The bulk of the books in most college libraries will be cared for in a central stack, but it should never be forgotten that books are the best furnishing for any library building and that every room should provide for some. In the smallest colleges an adequate building will need to be large enough to care for nearly all the books in the public rooms but a stack will surely be needed some day. The larger buildings should plan to carry as much if its work and as many as possible of its books (especially those most used) on one floor.

3. *Internal administration*.—The librarian's office, cataloging rooms, workrooms, bindery, storage-rooms. The chief point is to have these quarters ample. Someone has said that the college library must provide for books and readers. To them must surely be added the staff, too often forgotten in planning a building or crowded into small spaces which do not permit enlargement. Administrative quarters should be central and the workrooms quiet. Too much should not be sacrificed to such ultra-economical administration as will take care of the reading-rooms or the entire building with the fewest possible persons.

4. *Public administration*.—The delivery of books and conduct of the reading-rooms. Coat-, toilet-, and locker-rooms. Rooms for special collections, publications by the college or by its graduates, an alumni room, a trophy-room, exhibit rooms, private study-rooms.

Governing Board

There usually are two committees charged with legislative or advisory supervision of the college library; one from the board of trust and one from the faculties. The former and rarer, oftenest three in number, will seldom initiate action

(especially when the librarian is a strong and capable executive) for the reason that its members are likely to know little about the needs, administration, or policies of the library except as these matters are presented to them by the committee from the faculties. The duties of the committee from the board of trust are to pass upon the annual library budget, to consider rules recommended to it for the use of the library, to consider plans for buildings or material alterations, and to make its recommendations in these matters to the full board. It is thus chiefly a committee of ways and means dealing with the larger material phases of library welfare or passing upon matters of form or policy which require specific action and sanction from the governing board of the college. When there is no such committee, these things are acted upon by the full board or its executive committee. Whether there be such a committee or whether its functions be real or nominal will chiefly depend upon the personality and policy of the president.

The committee of the faculties is usually five or seven heads of departments representing different subjects of instruction, or, in a university, the deans of the different schools or colleges. The president of the college should be a member and the librarian should either be a member or be present at meetings as secretary. The other members will be named to the board of trust by the general faculty. An alumni member or even an undergraduate member will often be appropriate and helpful. Continuity of service is unimportant. Meetings may be at stated times, quarterly is often enough, or perhaps better still at the call of the secretary.

The need for any faculty library committee has been challenged (see Canfield, "The Modern College Library," *Education*, 27:129), and it may reasonably be that, with the library now generally recognized as equal in importance to other college departments and the librarian a man of education, special training, and competence fairly comparable to that of other professors,

the need of a special library committee will be less manifest and the librarian may become responsible directly to the president. In each case this will largely turn upon whether the librarian be a leader or a leaner. Such a committee is a survival of the day, not so long ago, when the conduct of the library was committed, as an "extra," to some professor, or upper clerk. On the other hand the best librarian will be quickest to see how a library committee which is content to advise rather than administer, which considers questions of policy such as department libraries, the library's money needs, and how the book money is allotted among the different departments, can strengthen his hands and give advice, criticism, and suggestion of the highest value. Such a committee should not expect to approve specific book purchases, to choose library assistants, to direct the work of subordinate members of the library staff, to approve or condemn items in the annual periodical list, etc., though its advice on any of these may often be of real value. Members of the faculty are, however, the natural colleagues of the librarian, and their advice will be offered or may be asked individually, with quite as good effect as through a committee of doubtful *raison d'être*. If it is felt that there should be *one* committee (it seems certain that *two* are not required), why may it not well be a composite committee of seven or nine composed of the president, the librarian, one or two trustees, two or three deans or other faculty members, an alumnus, and an undergraduate?

Librarian

The librarian is appointed by the board of trust upon nomination of its library committee or the president. His tenure is usually without term, or follows the appointive practice of the college. A college librarian should be the sort of man or woman who will deserve a seat and a vote in the faculty and a professor's rank and salary. If he is, he will soon get them; if he is not, he should not have them nor would they be of much use to him.

He should have no other permanent duties, nor be a professor of any other subject. The best management of any college library is enough to keep a good librarian busy all the time. He should know more about the executive management of his library than its advisory committees or any member of them and should be allowed a free hand in the details of such management so long as he is successful in it. He should also know enough to profit by the existence and counsel of his committees, especially while new in any position, and to court the co-operation of his colleagues on the faculty as honorary members of the library staff. As an administrator he should have the traits of a good business man, a gift for organization, for centralized authority and management. The library requires far more of these qualities than the conduct of any of the departments of instruction.

As an educator he should be a scholar, if possible a specialist in some one subject, preferably bibliography; certainly he must have the instincts and sympathies of a scholar, he must appreciate books and be able justly to value their relations to the work of instruction. He should be a thorough master of methods of research, and able to impart them. For such a one there are inspiring opportunities to awaken and develop habits of reading, to train young scholars in the use of bibliographical apparatus, to counsel in research, to make the library the college rendezvous, for legitimate uses, of faculty and students alike, to encourage the timid, to help without ostentation or obtrusiveness, to learn the special interests of professors and to foster them, to become in short the most useful member of the college community, attaining to this eminence, as leadership usually comes, by being the servant of all.

As a man his interests should be as broad as the college life. He should know thoroughly the organization and curriculum of the institution and follow all changes in them. He should be quick to serve in the different student activities; ready for social or committee work. He should have tact,

charity, and fairness. In this varied service his library will be served in ways which when revealed will be a surprise.

Staff

Entrance to the service of American college libraries is easier and more informal than with any other class of libraries. No examination is required; preliminary apprenticeship or voluntary service without pay is seldom insisted upon, and the librarian is generally free to make his own selections uninfluenced by such considerations as the interest of the members of a board of trust, the importunity or self-seeking influence of personal friends, or the necessity for conciliating a faction. Indeed college librarians often have power to choose and appoint assistants with no action by any board or committee save formal confirmation by the board of trust.

Because of this freedom the principal posts are usually filled with those who have been specially trained in library work or who have had an equivalent experience in a library of this type. For suitable persons the librarian usually looks to the best library schools, to the staff of some other college library, or to the possibility of promotion from his own staff.

Subordinate places are often filled by undergraduate students who are used in nearly all college libraries either for full or part time. During their college residence they learn a great deal about the work of the library, often stay in its service after graduation, and in some cases eventually fill its more responsible positions or go on to a library school for a perfected professional training. There are differing opinions as to the value of this student help. If the librarian can select the most promising, and only so many as can be used to advantage, can arrange to give them a little formal training and pay them an hourly stipend which shall increase from year to year, there is no reason why this form of service may not be made satisfactory for the less technical and scholarly parts of the work.

College libraries pay smaller salaries than public libraries for the same grade of service and they get satisfactory assistants chiefly because hours are easier, vacations longer, the tenure more secure, the conditions for work pleasanter, and the work itself peculiarly appeals to cultured and scholarly persons. There is general agreement that the salaries in college libraries should be larger. This matter is closely bound up with that of the academic rank of the librarian and his assistants. The library staff should be graded and rated by the same titles as obtain in other departments. This is further discussed in *School and Society*, March 20, 1920, 11:351-53.

Such professional recognition and status have far more than the personal or sentimental aspects which affect a place in the commencement procession or a seat on the platform at academic gatherings. The right status carries with it such matters as pensions, vacations, hours of work, and such membership in and relations to academic governing bodies (faculty, senate, council, etc.) as will afford a practical working knowledge of those university matters which affect the library—a knowledge which can be had in no other way.

Finances

The money for salaries, maintenance, and all expenses other than books is provided for the college library as for other departments and calls for no special mention. The total amounts spent for salaries and for books are more nearly equal in college than in public libraries; not infrequently the latter item is the greater, an unknown condition with a public library. The demands from college professors are for books, not people, and it is easier to get two dollars for books than one dollar for salaries. This often reduces the efficiency of books after they are got, for competent men and women must be behind the books to get the most out of them.

The money for books comes from (a) allotments by board of trust from unrestricted funds; (b) income on special endowments for this purpose; (c) cash gifts or bequests for stated purposes; (d) specific library appropriation by the legislature (with state universities); (e) college fees. Some college libraries have a small income from fines, sale of duplicates, and petty receipts. Sources (b) and (c) are commoner in the older colleges, and the expenditure is restricted to the expressed purpose of the gift or bequest. College fees (e) form a varied and most effective source of revenue. Sometimes in state institutions, a state law provides that matriculation, diploma, tuition, or laboratory fees shall be used for books. In some schools a small library fee is charged each student who pays no other fee, or no other library fee.

The practice of some boards of college trustees of diminishing or withholding grants from unrestricted funds whenever a specific bequest is received for the use of the library is in a sense stealing from library funds. It is presumed that any specific bequest to library funds is meant to help the library, that is, to be in addition to existing or previous resources. This purpose or assumption is defeated if the college authorities straightway withhold an equal amount from other funds.

The spending of specific, restricted sums offers no difficulties beyond careful bookkeeping. The allotment among departments of instruction of unrestricted moneys, however, has always proved a thorny problem. Each professor thinks his department should have as much as any other and is willing to get *more* than any other if he can. The usual plan (though less followed than once) is to divide all unrestricted money into fixed portions, scarcely ever equal but carefully proportioned to a fixed "unit." Sometimes but two-thirds or three-fourths of this money is divided, the remainder being held as a reserve or emergency fund.

Sometimes the division is made by the faculty, and dignified professors have been known to spend hours of wrangling

and ill temper over a problem which a ten-year-old boy with a slate and pencil would have solved in five minutes with quite as satisfactory results. Oftenest the faculty library committee makes the allotments upon a basis of units, half-units, and double units. Any plan of hard-and-fast allotments of specific sums to departments is uneconomical and hard to work. There will be protests from some who feel wronged, petitions to the allotting power to overrun or to transfer funds, the whole involving much feeling, red tape, awkward and useless book-keeping, and shifting of funds back and forth. Then, too, in some institutions unspent balances lapse into a general treasury (beyond library control) at the end of the year. This usually stimulates an annual professorial scramble in the last month of the year to spend the balance of allotments. Pitiful expedients are devised, books are billed to be sent later, interdepartment loans are arranged, lists are feverishly examined, books are bought under this stress merely to use up the money, all these conducing to ill-considered and hasty book-buying.

The best measure of the sum each department should have is what it can use. Why should not the division of funds be somewhat automatic, thus allowing departments, which know how they can spend more money than a fixed allotment, to profit by the inability of other departments to spend their shares? Neither the need for books nor the output of desirable books will conform to a cut-and-dried plan which contemplates spending so many dollars in so many months on such and such subjects. Why may not the faculty committee decide what departments may share in book funds, and leave to the librarian such rough apportionment of these funds among the departments as is necessary?

The success of such a plan will depend on careful book-keeping. The librarian (not the college finance office) will keep an account book which will show the sums spent each year for books, binding, and periodicals for each department.

Naturally the sum for the same department will vary somewhat from year to year. These figures are never made public. The faculty committee may ask to see them but rarely will so long as there are no appeals.

The figures for a single department are sometimes made known to its head to show him how much he has had during the year or that he has had more than some or any other departments or quite as much as his share, but the complete figures are not public property. Given a reasonably careful and tactful librarian, such a plan will work well, provided he is energetic and successful in securing appropriations. It will be surprising how few departments will not get all they ask for.

Department Libraries

The books in a college library may be centralized or scattered. The former policy collects in the library building all, or the larger part, of the library's resources on all subjects. There may be, in this building or in others, small seminar or laboratory collections, but they will be merely working collections, changing as professors and courses of study change and as new books are published; they will in no case be permanent deposits representing all the books in the college library on the subjects taught by the departments in the rooms or buildings of which they are temporarily kept.

The latter policy forsakes the idea of a central library and breaks it into fragments. It creates, and recognizes in administration, as many separate department libraries, each in a separate room or building, as there are departments of instruction. Each book as bought is sent to the department library that ordered it or to which it is deemed most fitting. The theory of this policy is that every book should be as near as possible to the students and instructors who are most likely to use it.

There are few college libraries that exemplify the extreme of either policy. There are some that may scarcely be said

to have any conscious "policy" at all in the matter, yet there is none which at one time or another is not called upon to decide, not only the main question of whether certain books shall stay at the central library or go to the rooms of an urgent department, but a host of minor administrative problems which follow in the train of a decision either pro or con.

The chief reasons for each policy are these:

For a central library—

1. The breadth which comes from using the *whole* library as contrasted with the habitual use of but a *part*. A forceful exposition of this point by John Bascom is in *Educational Review*, September, 1909, 38:139-49.
2. Equally efficient service at less cost than the administration of separate department libraries, each of which must have (to keep equal hours) at least two attendants.
3. There is a great number of books which will be used by several or many departments which cannot properly be assigned to any department library, so that a considerable central collection is inevitable. Publications of learned societies, general periodicals, general reference books, government documents, are examples.
4. The department policy requires extensive duplication of books, of costly administrative records, catalogues, etc.
5. Greater security of the books, not only from fire, but from unrecorded borrowing or misplacement.
6. There is increased difficulty of access to department libraries for all persons except the few immediately connected with each department. The department library is likely to be open fewer hours, its location is unfamiliar, it is likely to lend its books less freely.
7. Difficulties arise in providing additional satisfactory room for growing department libraries in buildings not planned for library uses.

For department libraries—

1. Use of the books by workers in the departments concerned and in laboratories is certainly more convenient and probably greater.
2. The saving of time for students and staff of all departments which have separate libraries is considerable.
3. Pressure upon shelf space and especially upon reading-room facilities at the central library is relieved by department libraries; indeed accommodations for readers are often thus increased beyond what would ever be possible at central.

Probably the most satisfactory course in this matter, certainly that oftenest followed, is one which recognizes the principle of department libraries in certain subjects (usually in the professional schools and in the pure sciences) with important administrative qualifications as to their composition and conduct. These qualifications are:

1. That, when possible, department libraries be grouped by related subjects. One library covering the different branches of engineering is better than four or five; the literature of the biologic sciences should be together; of the physical sciences; while the agricultural library may properly embrace the literature of a dozen of the chairs found in the modern full-fledged college of agriculture.
2. That general oversight and supervision of department libraries be with the college librarian; likewise all details of classification, cataloging, binding, inventory, book-buying. They must in short be parts of the college library, not of the several departments, and the attendants in charge of them should belong to the library staff.
3. That only books bearing directly on the subject included within the scope of the department library be assigned

thereto. Purchase from a certain fund or suggestion for purchase by a certain professor is not a valid basis for such assignment.

4. That a certain amount of interdepartmental duplication be recognized as necessary but that a central union catalog of all libraries, uniform classification schedules, and an interlibrary telephone and messenger system operate to prevent all but imperative duplication.
5. That library records be so flexible that books may be frequently and easily transferred between any of the libraries in the system.

Administration

Book selection.—The books bought will mostly be selected by the officers of instruction. The librarian will know officially, in this matter, but one person in each department, usually its head, but every instructor should be encouraged to suggest books for purchase to the head of his department. The theory is that as the library is to supplement all work of instruction those who give this instruction should select the books for the library.

In general this theory of book selection by a corps of recognized experts works pretty well. There are points, however, where it is vulnerable and needs the supporting corollary "with the advice and consent of the librarian." Just how much part the librarian has in the book selection is naturally not a subject that he will discuss with his professors. He will, however, if he is a good librarian, have a good deal to say, though just what he says or how and when he says it cannot be matters of exact statement. It must be done in a hundred different ways, tactfully, sometimes firmly, and even with occasional lapses from his best judgment. Certain departments will be chronically disposed to overorder, to insist on de luxe editions or very expensive works of limited interest.

One professor will build up a minor line and neglect the larger phases of his subject, another will try to duplicate for his department library books only remotely related to his subject which are already in the central library or in some other department. On these and many other traits of college professors the librarian must be a brake. On the other hand he has a very considerable affirmative function in initiating book purchases. There are areas in the field of literature or knowledge that will not be noticed adequately by any college department. The class of books known as reference books is the most conspicuous example. The subject of travel is another, and such books as those by Stanley, Nansen, Hedin, Whympers, Borrow, must not be overlooked. There will be notable periodicals both old and new, useful to many departments if on the shelves, essential part of any reference library, yet no department will ask for them. Legitimate needs will grow out of student use of the library, needs unknown to any professor, unrelated to any course of study. These the librarian must supply.

Book-buying.—The first consideration is promptness. No new-fiction fiend in a public library is more insistent on books wet from the press than are college professors. The library should make every effort to achieve this quick service. No detailed discussion can here be attempted of how, when, and where to buy books for a college library. This is a business of itself. Experience and expert knowledge of the book market, discounts, dealers' specialties, customs duties, etc., will enable a librarian to save his salary here quicker than at any other point. The case for the importer is well put in *Library Journal*, 22:C 12-16, and the importer is contrasted with the foreign agent and the domestic jobber in *Library Journal*, 32:56-60. All book-buying for every department library should be done by the librarian, and no bill should be charged against the library book funds by the college finance officer except it bear the librarian's written approval. Order methods and records

should be systematic and thoroughly business like; so clear that a competent newcomer can understand them in an hour.

Periodicals.—A college library may spend wisely from 20 to 25 per cent of its total book outlay for current periodicals, exclusive of the cost of binding them and of sums spent for whole or partial sets of back volumes. Nowhere are the librarian's firmness, tact, and judgment more needed than in keeping the periodical list within bounds and having every title on it a worthy one. The addition of a new periodical title is a serious matter. It means a fixed charge upon the library resources for an indefinite time for subscription and binding, and it creates a mortgage upon future income for the back volumes, which will be foreclosed by the head of the department interested as soon as the law will allow. Many journals of slight permanent value will be suggested, but one which does not seem worth binding should rarely be bought, though many which come as gifts and which will never be bound will have a high temporary usefulness. In the purchase of important sets of periodicals it is well to consider other libraries in the same town. A journal indexed in one of the standard indexes is worth more than one that is not. Stopping subscription is almost as serious a matter as starting it. A journal worth subscribing to is almost always worth continuing, and if stopped in mid-career the gap in the set will be harder for someone to bridge later.

Classification.—The classification of books and pamphlets in a college library will generally be closer than in a public library. It will also be less uniform and rigid, especially if the department-library policy be fully developed. The same book may often rightly be classified in three different places in as many department libraries. On the other hand, all classification, especially at the central library, should keep in mind the unity of the whole library. The place of other books already in the library on the same subject should outweigh, in classifying, such considerations as "which department ordered the book?" "from

which fund was the bill paid?" "what classes are to use the book at once?" Overindulgence toward such transient criteria for classification will result in many distinct and rather unrelated groups of books instead of one homogeneous collection. It is desirable in classifying books for department libraries to so far keep in mind their possible ultimate return to the central collection that they may then fall into logical place with a minimum change of notation. This consideration, while it must be secondary to that of the best place for the book in the library to which it is assigned, may yet be a measurable factor in classification.

How far faculty members may be used satisfactorily in classifying books is an unsettled question. It depends upon the individual and upon the skill of the library interlocutor. A few college librarians let the faculty classify all books. This may seem to be working along the line of least resistance, but will not each new professor want to reclassify, and will not the last state or any intermediate state of that library be worse than an initial classification by the librarian, with the whole library in his mind's eye, and not merely a small section of it? Most college librarians consult frequently with the faculty in this matter and find their advice and suggestion of great help, without asking them actually to classify doubtful or difficult books.

In some university libraries faculty or alumni interest and work are more formally arranged for by naming some specialist "curator" (honorary or paid) of the collections in a single subject. His duties are to initiate and follow book selection and desirable purchases, to see that current journals and serial publications are regularly received, to oversee the physical care of the collection, to classify its accessions, and in general to nurse it into completeness and distinction.

Cataloging.—The dictionary catalog is probably the best form for a college library, though it may be that in large libraries

it should be divided into separate catalogs of names (authors, editors, translators, series, titles, etc.) and of subjects. There should be one union catalog of all books in all libraries and each card should show in which library the book is found. Duplicate catalogs of their own books may be made if desired for each department library, though there is a wide difference among college professors in appreciation of such a bibliographic tool as a card catalog. Shelf-lists will be separate, kept at the central library, and will not usually be duplicated. Much analytic work may be done for the central or any department catalog which will not appear in any other, though in these days of printed-card and co-operative cataloging most librarians will be glad to have all department analytic work represented in the central catalog as well. The extent to which analytic cataloging is done and duplicated for different department libraries will depend much upon the number, size, and permanence of these libraries, the policy followed in their administration and the staff available for such costly and specialized service.

Reading-rooms.—The books shelved in the general reading-room are usually the standard reference books; an attractive selection of standard literature in all subjects, unconnected with the course of study; the books currently used by instructors as specific supplementary reading (usually known as “reserved” books) and a selection from the current periodicals. Sometimes a few newspapers are kept on file, but it is better to have a separate room for them. New books, too, may be shown here regularly, and lists of them regularly bulletined in the college buildings.

The reading-room is usually open from 8 A.M. to 10 P.M. in term time and perhaps half this time during vacations. Some college reading-rooms open on Sunday afternoons.

Studious attention to the reading-room furnishings will simplify administration. Tables should be fixed to the floor

and without drawers or places underneath where books can be hid. If chairs cannot always be fixed to the floor, their legs can at least be rubber tipped. Floor coverings should be noiseless; shelves made with no unnecessary space behind books; strong, simple light fixtures should first illuminate the desks or tables, leaving the lighting of the room for a secondary result.

A cumulative, simultaneous student demand for the "reserved" books and a lax or vague moral sense in their use, makes their satisfactory handling a difficult affair. The mere mechanics necessary to insure their segregation from the main collection during their temporary use are varied and often considerable and laborious, but not hard to devise or carry out. The hard part is to give every student in a class of fifty, seventy-five, or a hundred a chance to read certain pages or chapters in one, three, or five copies of the same book within the same one or two weeks. The problem is less acute in the older colleges where books are more plentiful, where students are richer and can be required to buy more textbooks, and where, because there are more courses, there are more and smaller classes. Whenever it is a problem at all, it seems best solved by issuing the "reserved" books personally, in a separate room if possible, under some recorded day-and-hour schedule, taking the student's signed receipt and enforcing prompt return by fines and energetic administration. (An apparently successful plan which is capable of operation on any scale is described by W. K. Jewett in *Library Journal*, March, 1910, 35:115-16.)

Save for the relatively few "reserved" books the access to all the books in the library should be as easy as possible for both faculty and students. Some books will be lost and many will wear out quicker than otherwise, but the cultural value of the freedom of the library far outweighs all other considerations. The best people the library staff can furnish should meet the college public in the reading-room.

The most significant fact about the college library of today is its vastly more influential, commanding place in the work of the college than a generation ago. On many campuses the library is the principal building, certainly the building of most general resort. Thousands, sometimes tens of thousands, of volumes are added annually; the building is open day and night, early and late, on holidays and in vacations; a small fortune is spent each year for the library. Its staff is sometimes larger than the entire faculty of the institution forty or fifty years ago; the spirit in which it is administered is more cordial and liberal, and its activities cover a distinctly wider range and in a far more thorough and intelligent fashion.

The College Library as an Agency of Instruction

Dr. E. C. Richardson says: The "university library is a method of university teaching by means of books. . . . In brief it does so by its very existence as a separate organization, by its books, by its exhibition and laboratory facilities and by its staff."

Another university librarian (W. W. Bishop in *School and Society*, September 18, 1920) affirms that "the college library exists as an instrument of instruction, as an instrument of research and as one of the means of attaining what we call culture."

These teaching functions are exercised in an increasing number of ways—in the instruction both formal and informal, in the knowledge of reference books, arrangement, organization, and use of the library, and in the means and methods of bibliographic research. An impressive account of such work done at one college by the library and the faculty in close co-operation is in *Library Journal*, February, 1911, 36:51-54. As aids in this, many college libraries publish and distribute free handbooks giving in detail much information about the library and its resources which students should know. Another useful help is the Guide to the use of libraries; a manual for

students in the University of Illinois by Margaret Hutchins, Alice S. Johnson, and Margaret S. Williams. 179 pp. Urbana, 1920. It is a development from lecture notes and outlines used for some years in the elective and largely attended course on the use of books and libraries given to Freshmen and Sophomores at the University of Illinois. Some colleges personally conduct new students in groups of 40 or 50 on an hour's trip around the library.

The amount of teaching done by a competent library staff in the reading-, reference, and public catalog rooms is enormous and of great variety. More than one hundred colleges offer courses in the book arts, in bibliography, and in the use of libraries. As college-library staffs become better trained and more highly specialized much more formal teaching may profitably be given to students and even to the faculty. It is especially with graduate students that useful work may regularly be done. Such students should have a stiff course in general bibliography followed by instruction to smaller groups of special students in the bibliography of their various research subjects. Illustrating from the sciences the need for such instruction of every student who has dedicated himself to a life of study and teaching and whose work will always require a working knowledge of libraries, Mr. Bishop (cited above) has this to say:

The record of the progress of science as set forth in journals and the great treatises is an essential part of the subject matter of instruction. We make our students learn the technique of the microscope or the photometer but seldom do we require them to learn the technique of the catalogs of the Royal Society or the Index Medicus. Laboratories and note books are not enough for undergraduate still less graduate teaching in science. The student must needs be familiar with at least the great journals and reference books if he is to get the true benefit from scientific study. Not alone skill in observation and recording but an ability quickly to run down what has been published on similar observations, marks the young scientist of real ability and of severe training.

A service akin to that of instruction which may well have more attention than it now gets, is the recruiting by the staff of the college library of promising students for permanent library service. This may be done through having library work presented at vocational conferences arranged by the college or in a series of vocational lectures, or it may be done, and perhaps better done, through personal acquaintance and influence with students carefully selected as having the desirable qualifications. Many college librarians are zealous in this matter up to the point of recruiting for their own staffs but they make no very serious efforts from the larger viewpoint of the profession.

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A bibliography of college libraries in the United States by Hugh Williams (*New York State Library Bulletin*, Bibliography 19, 1899) refers to seventy-five general articles, including all of any importance published before that date, and to many books and articles by and about the libraries of seventy-eight American colleges. Mr. Williams' bibliography has been continued to 1914 by manuscript additions on cards filed at the New York State Library and brought together by Amy Cowley. Under the captions "College Libraries" and "Libraries and Colleges" an extensive bibliography of the current literature since 1905 is found in the numbers of *Library Work* for April, 1908, and thereafter. In Cannon's *Bibliography of Library Economy*, 1876-1909, there are numerous references to college libraries in sections C411-38 and C 136. Since 1898 the most important contributions other than those named throughout the text of this chapter are the papers and discussions before the college and reference section of the American Library Association printed annually in the *Papers and Proceedings* of that body; the reports of the more important college libraries, especially Harvard and Yale (since 1905); and the handbooks increasingly issued by many college libraries, those from Illinois,

Vassar, Michigan, Chicago, Purdue, and Nebraska being good examples. Other recent suggestive articles are the following:

- Babcock, K. C. Bibliographical instruction in college. *Library Journal*, March, 1913, 38:133-36.
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- Salmon, L. M. Instruction in the use of a college library. *A.L.A. Bulletin*, July, 1913, 7:300-309.

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PUBLICATIONS OF THE
AMERICAN LIBRARY ASSOCIATION
PUBLISHING BOARD

78 E. WASHINGTON ST., CHICAGO, ILL.

A SELECTED LIST

BOOK LISTS

- The Booklist. 10 numbers a year. Subscription price, \$2.00.
Booklist books (of current year). Issued about March 1.
Buying list of books for small libraries. Caroline Webster. 1920.
Paper, 35 cents.
Guide to the study and use of reference books. Alice B. Kroeger.
Revised by Isadore G. Mudge. 1917. Cloth, \$3.00.
Periodicals for the small library. Frank K. Walter. 3d ed. 1919.
Paper, 25 cents.
A thousand books for the hospital library. Edith K. Jones. 1913.
Paper, 30 cents.
Viewpoints in travel. Josephine A. Rathbone. 1919. Paper, 60
cents.

LIBRARY ECONOMY

- Binding for libraries. 2d ed. 1915. Paper, 15 cents.
Manual for institution libraries. Carrie E. Scott. 1916. Paper,
25 cents.
Mending and repair of books. Margaret W. Brown. Revised by
Gertrude Stiles. 1921. Paper, 25 cents.
Some principles of business-like conduct in libraries. A. E. Bostwick.
1920. Paper, 25 cents.
Standard library organization and equipment for secondary schools of
different sizes. C. C. Certain. Revised ed. 1921. Paper,
40 cents.

CATALOGING

- Catalog rules: author and title entries. American ed. 1908. Cloth,
\$1.00.
Cataloging for small libraries. Theresa Hitchler. Revised ed. 1915.
Cloth, \$2.00.
List of subject headings for use in dictionary catalogs. 3d ed. revised
by Mary J. Briggs. 1911. Cloth, \$4.00.
Subject headings for use in dictionary catalogs of juvenile books.
Margaret Mann. 1916. Cloth, \$1.75.

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